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# Crynoldebau / abstracts

Common Sense and the Craft of Teaching: Communal Modes of Support

Dr. Richard Davies

This paper is concerned with supporting academics to develop their teaching practice in order to improve student learning. The paper builds on previous work concerned with the development of practicing schoolteachers (Davies, 2014), and healthcare workers (Davies, 2012). In the arena of school development there has been much concern with the development, in practice, of teacher's ability to improve pupil outcomes. In a recent review and discussion of the issue I focused on particular approaches to 'professional learning communities' (PLCs). In a forthcoming chapter (Davies, 2015) I refer to these an anarcho-populist models which are fuelled by local, grassroots community activity by practitioners. In this paper I extend the analysis to the context of higher education. I argue for three principles of such communities: 1. That the communities ought to reflect the common sense discourses of the academic disciples' approaches to the initiation of new members (whether they be under- or post- graduates). 2. That 'education' is not a discipline as it fails to provide an internally coherent narrative, or provide rules which identification and justify 'educational evidence'. 3. That the academic disciplines that underpin educational activities can provide perspectives from which to critically challenge common sense perspectives. In terms of improvement of teaching and learning, the argument develops these three principles. Whilst common sense is not sufficient nevertheless, as Pring 1977, points out we need to have good reasons to reject common sense approaches to the world. Such common sense approaches reflect the accumulated wisdom of the community as to the best ways to initiate new members. However, the academic disciplines of the human sciences proved a location for a critique of common sense. I conclude by identifying the key characteristic of anarcho-populist PLCs in higher education. References and draft papers can be found at http://aber.academia.edu/RichardDavies